



**Woodland  
Academy Trust**

*Ignite the spark, reveal the champion*

# SENCO

## Applicant Information Pack



**Knockhall  
Primary School**

## Welcome from the CEO

Dear Applicant,

Thank you for expressing an interest in this role at Woodland Academy Trust. Woodland Academy Trust is a small but ambitious Trust that puts the children and community first. We are on an exciting journey to achieve the best possible outcomes and excellence for all.

To support us on our journey, we are welcoming applications from skilled and committed applicants who have vision, drive and ambition and would be keen to hear about your experiences and what skills you can bring to this role. We seek to attract staff who have a growth mindset, strong values and work ethic and care deeply about serving communities.

This is an exciting time to join Woodland Academy Trust as we further strengthen our school improvement offer across the Trust. You will benefit from working with a strong team, receive the very best professional development and have the opportunity to make a real difference to the daily learning experiences of our wonderful children.

We look forward to your application.

Yours faithfully,

Nav Sanghara, Trust Leader (CEO)



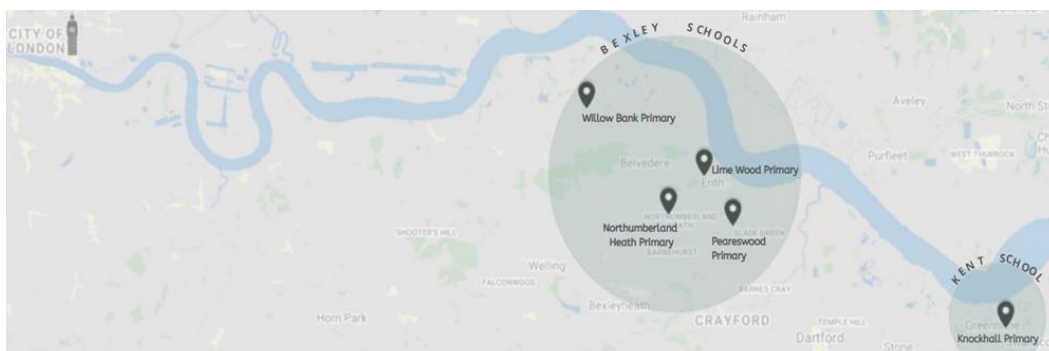
## About our Trust

The Woodland Academy Trust was formed in September 2011 and currently consists of five primary schools, four of which are located in the London Borough of Bexley and one in Kent.

All our schools share the same mission; *ignite the spark, reveal the champion*. We are an inclusive and ambitious Trust, striving to achieve the best possible outcomes for our children. Our aim is to provide the highest quality learning experiences for every child by creating an ethical culture of empowerment and growth for all. We believe deeply in the importance of nurturing strong partnerships with our local communities and beyond.



Discover more about the Woodland Academy Trust by watching our video [here](#)



## Welcome from the Headteacher

At Knockhall Primary School, we believe in fostering a community where kindness is at the core of everything we do. Our school is not just a place for academic growth; it is a place where we nurture compassion, empathy, and understanding. We are committed to creating an environment where every individual feels valued and respected.

Inclusion is a cornerstone of our educational philosophy. We celebrate the uniqueness of each student, recognising that our differences make us stronger as a community. Here, diversity is not just accepted; it is embraced. We strive to create a learning space where everyone feels seen, heard, and appreciated.

Our school is more than just a building; it is a community of learners, educators, and families working together towards a common goal – the success and well-being of our students. As we embark on this academic journey together, let us build bonds that go beyond the classroom. Let us create a sense of belonging that extends to every corner of our school.

I invite you to join us in cultivating a culture of kindness, promoting inclusion, and building a strong sense of community. Together, we can make Knockhall Primary School a place where everyone feels welcome, supported, and inspired to reach their full potential.



Miss Yiannadji, Headteacher

## About Our School

Knockhall Primary School is a growing school situated at the heart of the community in Greenhithe, Kent. While traditionally a two-form entry school, some of our year groups have now expanded to three-form entry to accommodate our increasing number of pupils.

It has recently had a brand-new build for the Early Years and Foundation stage children in addition to a recent extension for key stage 2.

We want to capture the minds of our learners by creating an inspirational curriculum that adults enjoy delivering. We always strive to improve on our outcomes to ensure our children get the very best from their time with us. More than anything however, we do this as peers, supporting each other along the way with a focus on our core purpose.

We are committed to our school values which are:

**Teamwork**-We work together as a team to help each other to achieve our goals by sharing ideas and helping one another.

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**Respect-** We are kind and polite to everyone, listening to others, and treating each other the way we want to be treated.

**Honesty-** We always tell the truth and are truthful in what we say and do.

**Pride-** We accomplish great things and the efforts we make in school help us to feel happy.

Embedding these values into everything we do enables our pupils to go on and have successful life experiences.

Discover more about us by watching our video! [Click here- Welcome to Knockhall Primary.](#)

## Knockhall Primary School



[www.knockhallprimaryschool.co.uk](http://www.knockhallprimaryschool.co.uk)

Knockhall Primary School,  
Eynsford Road,  
Greenhithe,  
DA9 9RF

 01322 382053

## The Vacancy

**Job title:** SENCO  
**Status:** Permanent  
**Hours/ weeks:** Full time  
**Grade:** L1-L4  
**Post Start Date:** September 2025  
**Closing Date:** 21<sup>st</sup> April 2025

Are you passionate about ensuring that every child reaches their full potential? Do you have the expertise and drive to lead and develop inclusive practice in a vibrant and supportive school environment? If so, we would love to hear from you!

Knockhall Primary School are seeking a dedicated and experienced Special Educational Needs and Disabilities Coordinator (SENCO) to join our committed team. As SENCO, you will play a key role in shaping and delivering high-quality SEND provision, ensuring that all pupils with additional needs receive the support and guidance required to thrive. Working closely with

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staff, parents, and external agencies, you will provide strategic leadership and drive forward our inclusive ethos. This is an exciting opportunity to make a real difference in the lives of our pupils and contribute to the ongoing success of our school.

**The successful candidate will:**

- Hold Qualified Teacher Status (QTS) and the National Award for SEN Coordination (or be willing to work towards it).
- Have experience in supporting pupils with a range of SEND needs across primary age groups.
- Demonstrate a strong understanding of the SEND Code of Practice and inclusive teaching approaches.
- Be able to formulate, implement, and review SEN Support Plans effectively.
- Have experience working with external agencies to ensure the best outcomes for pupils.
- Have a good eye for detail and be able to write compelling applications for additional support to the Local Authority and other agencies.
- Be a strong communicator with excellent interpersonal skills to work effectively with pupils, parents, staff, and external professionals.
- Have the ability to lead and manage support staff to deliver outstanding SEND provision.
- Be highly organised, proactive, and committed to continuous professional development.

If you are ready to take on this rewarding role and contribute to our school community, we warmly welcome your application.

**Applications**

Please apply by visiting our school website vacancies page at: [Knockhall Primary School Vacancies](#)

Or if you would prefer to complete a word application form, please contact the school via email at: **[sbmkhp@watschools.org.uk](mailto:sbmkhp@watschools.org.uk)**

**Application Deadline:** 21<sup>st</sup> April 2025

**Interviews:** To be arranged

Visits to the school are welcomed and can be organised by contacting the school at [sbmkhp@watschools.org.uk](mailto:sbmkhp@watschools.org.uk)

For more information about our school please visit: [Knockhall Primary School website](#)

## Diversity & Inclusion

We strive to achieve a diverse workforce, fully representative of our diverse society and the ethnic make-up of the pupil population in the UK. People of colour are currently under-represented on our staff teams. We are keen to attract applications from a diverse pool of candidates and determined to be a fully inclusive employer, and a great workplace for people of ethnic minority heritage as well as white heritage.

## Our Offer

Woodland Academy Trust seek to appoint colleagues who share in our values and mission to ignite the spark and reveal the champion. We recognise that in order to offer the best outcomes for our children, our staff teams need the opportunity to be the very best they can be too. We do this by ensuring we have in place for all staff:

- Continuous professional learning focusing on core areas;
- Working collaboratively with agencies around us and offering formal training opportunities, bespoke and targeted professional development as well as in-house, bespoke training from our many experts and coaching and mentoring;
- Embedding initiatives to support with reducing teacher workload;
- A strong supportive ethos with dedicated line management structures and clear communication channels;
- Well-being assistance and support including a dedicated employee assistance helpline and occupational health;
- Opportunities to take part in exciting initiatives and projects that help shape the way our children will learn in the future;
- Wide range of family friendly policies in place for staff;
- Recognising national terms and conditions for staff;
- Teachers and Local Government pension schemes;
- Cycle to work schemes.

## Safeguarding Children and Young People

Woodland Academy Trust is committed to safeguarding and promoting the welfare of children and young people. All staff and volunteers are therefore expected to behave in such a way that supports this commitment. Appointment to this post will be subject to the following satisfactory pre-employment checks:

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- Health
- Identity
- Relevant work qualifications
- Right to work in the UK
- Barred List Check (previously List 99)
- Disclosure & Barring Service Check (for all staff and volunteers)
- References

We are committed to ensuring a positive work environment and selecting candidates who align with our values and culture. As part of our thorough recruitment process, in accordance with DfE Keeping Children Safe in Education 2023, an online search will be completed on all shortlisted applicants prior to interview. Any relevant information will be discussed further with the applicant during the recruitment process.

Any information we come across will be handled confidentially and considered in a professional manner. Our aim is to better understand your qualifications and suitability for the role. If you have any concerns or questions about this process, please contact us for more information.



## **JOB DESCRIPTION AND PERSON SPECIFICATION**

**Teamwork   Respect   Honesty   Pride**

## JOB DESCRIPTION

<b>JOB TITLE</b>	SENCO (Special Education Needs & Disabilities Co-ordinator)
<b>APPENDIX TO:</b>	<i><b>In conjunction with the Teachers' Standards</b></i>
<b>MAIN PURPOSE OF THE ROLE</b>	To coordinate the Special Educational Needs provision within the School liaising with relevant external agencies ensuring the provision meets the needs of the children and staff are able to effectively contribute to the learning of every child.

The SENCO, under the direction of the headteacher, will:

- Determine the strategic development of special educational needs (SEN) policy and provision in the school
- Be responsible for day-to-day operation of the SEN policy and co-ordination of specific provision to support individual pupils with SEN or a disability
- Provide professional guidance to colleagues, working closely with staff, parents and other agencies
- The SENCO will be expected to fulfil the responsibilities of a teacher, as set out in the STPCD
- Model outstanding classroom practice
- While the SENCO will have responsibility for the oversight of provision for pupils with SEN or a disability, class teachers will hold responsibility for the day-to-day education and support of pupils within their classroom.

### **Duties and responsibilities**

- Strategic development of SEN policy and provision
- Have a strategic overview of provision for pupils with SEN or a disability across the school, monitoring and reviewing the quality of provision
- Contribute to school self-evaluation, particularly with respect to provision for pupils with SEN or a disability
- Make sure the SEN policy is put into practice and its objectives are reflected in the school improvement plan (SIP)
- Maintain up-to-date knowledge of national and local initiatives that may affect the school's policy and practice
- Evaluate whether funding is being used effectively, and suggest changes to make use of funding more effective



- Source and provide staff training around SEN
- Operation of the SEN policy and co-ordination of provision
- Maintain an accurate SEND register and provision map
- Provide guidance to colleagues on teaching pupils with SEN or a disability, and advise on the graduated approach to SEN support
- Advise on the use of the school's budget and other resources to meet pupils' needs effectively, including staff deployment
- Be aware of the provision in the local offer
- Work with early years providers, other schools, educational psychologists, health and social care professionals and other external agencies
- Be a key point of contact for external agencies, especially the local authority
- Analyse assessment data for pupils with SEN or a disability
- Implement and lead intervention groups for pupils with SEN, and evaluate their effectiveness

### **Support for pupils with SEN or a disability**

- Identify a pupil's SEN
- Co-ordinate provision that meets the pupil's needs, and monitor its effectiveness
- Secure relevant services for the pupil
- Ensure records are maintained and kept up to date
- Review the education, health and care plan (EHCP) with parents or carers and the pupil
- Communicate regularly with parents/carers
- Ensure if the pupil transfers to another school, all relevant information is conveyed to that school, and support a smooth transition for the pupil
- Promote the pupil's inclusion in the school community and access to the curriculum, facilities and extra-curricular activities
- Work with the designated teacher for looked-after children (LAC), where a looked-after pupil has SEN or a disability

### **Leadership and management**

- Work with the headteacher and governors to ensure the school meets its responsibilities under the Equality Act 2010 in terms of reasonable adjustments and access arrangements
- Prepare and review information the governing board is required to publish
- Contribute to the SIP and whole-school policy
- Identify training needs for staff and how to meet these needs
- Lead INSET for staff
- Share procedural information, such as the school's SEN policy

- Promote an ethos and culture that supports the school's SEN policy and promotes good outcomes for pupils with SEN or a disability
- Lead and manage staff working with pupils with SEN, SEMH or a disability
- Lead staff appraisals and produce appraisal reports
- Review staff performance on an ongoing basis

### **Safeguarding**

- Be a fully trained designated safeguarding lead (DSL)
- Liaise and collaborate with other designated safeguarding leads (DSL) on matters of safeguarding and welfare for pupils with SEN
- Promote and safeguard the welfare of children, young and vulnerable people that you are responsible for or come into contact with.

Please note that this is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that the SENCO will carry out. The postholder may be required to do other duties appropriate to the level of the role, as directed by the headteacher

Person Specification		
	Essential	Desirable
<b>Education, Qualifications and Training</b>	<ul style="list-style-type: none"> <li>• Qualified Teacher Status (QTS).</li> <li>• National Award for SEN Coordination (or a willingness to work towards it within the required timeframe).</li> <li>• Evidence of continuous professional development related to SEND (e.g., training in ASD, ADHD, Dyslexia, SEMH).</li> <li>• Child protection and safeguarding training.</li> </ul>	<ul style="list-style-type: none"> <li>• Evidence of continuous INSET &amp; commitment to further professional development.</li> <li>• Child protection and safeguarding training.</li> <li>• Additional SEND-related qualifications (e.g., Postgraduate Certificate in SEN, Dyslexia training, Mental Health First Aid).</li> <li>• Training in the preparation and administration of EHCP applications and reviews.</li> </ul>
<b>Experience</b>	<ul style="list-style-type: none"> <li>• Experience in teaching at Foundation Stage, KS1, or KS2.</li> <li>• Experience in supporting pupils with a range of SEND needs.</li> </ul>	<ul style="list-style-type: none"> <li>• Teaching across the whole Primary age range.</li> <li>• Working in partnership with parents/carers.</li> </ul>

	<ul style="list-style-type: none"> <li>• Experience in coordinating SEND provision across a school or phase.</li> <li>• Experience in working with external agencies (e.g., Educational Psychologists, Speech and Language Therapists, Local Authority SEN teams).</li> <li>• Experience in monitoring, assessing, and reporting on pupil progress, with a particular focus on SEND pupils.</li> </ul>	<ul style="list-style-type: none"> <li>• Experience in planning and delivering CPD on SEND for staff.</li> <li>• Experience in using SEND-related software or tracking systems.</li> <li>• Experience in leading whole-school SEND initiatives or projects.</li> <li>• Experience in developing and implementing transition plans for SEND pupils</li> </ul>
<b>Knowledge and Skills</b>	<ul style="list-style-type: none"> <li>• Strong understanding of the SEND Code of Practice and its application in primary education.</li> <li>• Ability to formulate, implement, and review SEN Support Plans.</li> <li>• Knowledge of how to collect, interpret, and use specialist assessment data to inform practice.</li> <li>• Ability to effectively deploy and manage support staff to enhance SEND provision.</li> <li>• Understanding of differentiation strategies and inclusive teaching approaches.</li> <li>• Ability to advise and support teaching staff in the development of inclusive practice.</li> <li>• Competence in liaising with parents/carers, external agencies, and colleagues to ensure continuity of provision.</li> <li>• Excellent communication skills, both written and verbal, to a variety of audiences.</li> </ul>	<ul style="list-style-type: none"> <li>• Use of technology and digital learning to enhance children's learning.</li> <li>• Knowledge of the preparation and administration of statutory National Curriculum tests with SEND considerations.</li> <li>• Understanding of the links between schools, especially, networks and partner schools in relation to SEND.</li> <li>• Ability to develop strategies for creating community links to enhance SEND provision.</li> </ul>
<b>Personal Qualities</b>	<ul style="list-style-type: none"> <li>• Strong leadership skills with the ability to support and guide colleagues.</li> <li>• Excellent problem-solving and decision-making abilities in relation to SEND provision.</li> <li>• Highly organised and proactive in managing SEN processes and provision.</li> <li>• Strong advocacy skills for children with SEND, ensuring their needs are met.</li> <li>• Approachable, empathetic, and patient.</li> <li>• Committed to professional development and willing to engage in further training.</li> </ul>	

<b>General Circumstances</b>	<ul style="list-style-type: none"> <li>• Understanding of safeguarding and its importance within an educational setting.</li> <li>• Awareness and understanding of equality and diversity.</li> </ul>	
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